**Whole School Provision Map**

|  |  |
| --- | --- |
| **Areas of concern:** Communication and Language, Personal Social Emotional Development, Physical Development, Behaviour Management and Environment | **Type of support:** 1:1 / Small group |
| **Start date:** September 2023 | **Review date:** July 2024 |
|  |  |

|  |  |  |
| --- | --- | --- |
| High Quality Teaching / SEND Monitoring | SEND Support | EHCP + |
| Assessment |
|  |  |  |
|

|  |
| --- |
| * AfL consistently applied
* Appropriate level of marking, feedback and child response.
* Pupil self -evaluation through deep marking
* Exit tickets allow children to be challenged consistently
* Screening tests e.g. Lucid/Rapid
* Checklists used to support possible identification of SEN
* All staff understand challenging behaviours may mask underlying SEN, particularly Speech Language Communication Needs. Observational assessments
* School organise hearing or eye sight test
 |

 |

|  |
| --- |
| * Specific targets on Support plan
* Observational assessments (T/TAs) and recording
* Additional standardised reading and spelling assessments
* SATs access arrangements
* Specialist Assessment from GP/Community Paediatrician
* Boxall profile
* Bands and steps tracking
* PIVATS small steps progress
* Specific diagnostic testing Reading/writing/maths
* ELSA/Nurture support
* Early Help Assessment
* Dyslexia screening (Lucid/Rapid assessments)
 |

 |

|  |
| --- |
| * Specific targets on Support Plan
* Educational Psychologist report
* Dyslexia assessment.
* Education Health Care Plan details
* CAHMS guidance/report
 |

 |
| Resources: Staffing and Equipment |
| * Visual timetables
* Sign/ symbols support language
* Support Staff allocated for a clearly targeted purpose
* ICT hardware and software supports pupils development of independence
* Laptops
* Ipads
* Phonic charts
* Software to practise key skills
* Maths equipment to aide counting and calculation accessible to KS1 and KS 2
* High interest/low reading age books
* Learning prompts are accessible and visible from all areas of the classroom/ outdoors
* Literacy aids and augmentation visible and accessible from all areas of the classroom
* Communication Friendly classrooms and learning spaces indoor and out
 | * Range of targeted pupil groupings as directed, planned for and monitored by CT
* CPD programme for staff related to pupil need.
* Training for all staff to understand challenging behaviours (through the Halton behavioural team)
* Regular, planned liaison between support staff and CTs re: targeted provision: home link book, regular updates with Family Link Workers
* Use of specific equipment /resources for child’s particular needs
* Coloured screens for individual pupils depending on dyslexia screen, coloured exercise books, IW screen
 | * Additional specific interventions identified by ‘Support Agreement’.
* Range of targeted pupil groupings as directed, planned for and monitored by CT
* Additional CPD programme for staff related to pupil need.
* Training for all staff to understand challenging behaviours (Attachment School)
* Regular, planned liaison between support staff and Class Teachers re: targeted provision, additional time with external specialists e.g.: physiotherapist/occupational health etc.
* Use of specific equipment /resources for child’s particular needs, in line accessibility plan
* Enhanced hours with Nurture Group support/Lunchtime nurture support/ELSA
 |
| Teaching and Learning |
| * High expectations
* Plans address range of differentiation
* Clear and specific learning objectives
* T gives equal teaching time / attention to all pupils
* Pace and pitch meets needs of pupils
* Lessons respond to pupils’ interests
* Multi-sensory approaches are evident
* Pupils hear story read 3 times per week beyond literacy lessons
 | * Pre-teaching facilitated by TA
* Over-learning facilitated by TA
* Strategies to support pupils with high incidence needs are utilised.
* Highly differentiated schemes of work e.g. based on the engagement model
* Quality action plans tailored to child’s needs, referred to when planning.
* Targets clearly outline discrete learning goals for individual pupils.
* Implementing advice from specialist agencies in every day teaching
* Teaching promotes generalisation of new skills learnt in intervention
 | * Support Agreement outlines and details specific support for individual pupils
* Provision and planning for pupils supported by external expertise
* Whole school/class activities and learning sequences adapted to enable all pupils to access.
 |
| Targeted Provisions: Interventions (inc. duration and frequency) |
| * General Support
* TAs trained, to deliver Catch Up Programmes
* Catch Up programmes are monitored and supported by class teachers and subject leaders
* All in addition to daily literacy/maths lesson
* Focussed feedback sessions from marking to address misconceptions
* Additional feedback from marking with support for structured response
 | * Specific/ targeted provision/interventions in small groups (see below):
* 1:1 teaching
* Combination of 1:1, paired or small group as appropriate.
* Monitoring of intervention programmes to ensure QFT delivered in all programmes
* SEN children taught by all members of staff including CT throughout the week.
* TA deployment based on needs of the children
 | * Specific interventions some with through 1:1 support see below
* Support agreement identifies hours for Nurture support for specific tasks
 |
| **Cognition and Learning** | **EYFS / KS1** | **KS2** | **EYFS / KS1** | **KS2** |
| * Additional reading sessions – staff and volunteers
* Additional Phonic support sessions Additional story times Additional songs, rhymes, memory games & sequencing games
* Additional games to support visual discrimination

Phonics & Spelling * Additional Letters and Sounds sessions
* Individual spellings identified in marking feedback
* Individual spelling lists in books

 Writing* Booster Groups to facilitate pre-teaching
* Ipad talk to text use to recall structured sentences.
* Following child’s interests to access and inspire writing processes

Maths * Structured daily Number bonds practice Structured daily times tables practice
* Additional Reasoning and problem solving activities though games
 | Reading * Precision Reading – 5 x 15 mins weekly
* High Frequency Reading Words 5 x 10 min sessions a week
* Additional comprehension support 2 x10 mins session per week

Phonics* Supported Phonic sessions daily
* Practice reading 1:1 support (reading volunteers) 2/3 x week
* Additional Phonic sessions daily

Writing* Handwriting daily (FS) daily practice
* Additional Handwriting twice a week KS1
* Mentored writing sessions to retain encoding whilst composing

 Maths* 1:1 and small group Maths support
* Booster groups to facilitate pre-teaching
* Mastering number
 | Reading * Precision Reading – 5 x 15 mins weekly
* High Frequency Reading Words 5 x 10 min sessions a week
* Additional comprehension support 2 x10 mins session per week

 Phonics* Supported Phonic sessions daily
* Practice reading 1:1 support (reading volunteers) 2/3 x week
* Additional Phonic sessions daily

 SPELLING INTERVENTIONS * Nessy dyslexia programme
* Beat Dyslexia programme
* Daily Handwriting interventions

Writing1:1 writing support/small group where appropriateMaths* Booster groups to facilitate pre-teaching
* Number stacks
* Power of 2
* Wave materials
* Mastering number
 | 1:1 over teaching to include comprehensionAdditional support for phase 1 phonics including physical assessment to explore barriers Daily additional 20 minute sessions. include comprehension PhonicsPrecision teaching for phonics WritingAdditional writing sessions following children’s interests and reasons for writing Maths1:1 Maths mentoring to support , reasoning and problem solving. Bespoke curriculum/Engagement model  | 1:1 over teaching to include comprehensionSPELLING INTERVENTIONS . Spelling programme catch up including Nessy and Beat DyslexiaDaily Handwriting interventions where neededWritingModelled writing support 1:1 and small group grammar work Maths Precision teaching for Mathematics. Bespoke Curriculum  |
| **Communication and Interaction**Speech / language groups led by T and TAs Effective Talk partners and talk strategies embedded in all lessons Language development and acquisition Dramatic literacy to support language development Key vocabulary directly taught in all lessons  | Social communication groups Led by SaLT trained support staff/ Autism trained staff Communication friendly spaces reinforced in classroom  | Social communication groups led by SaLT trained support staff/ Autism trained staff  Additional Outdoor learning to support Focussed dramatic literacy to support language acquisition and development | Specific speech interventions as prescribed by Speech and Language Therapist  | Specific speech interventions as prescribed by Speech and Language Therapist |
| **Emotional, Social and Mental Health needs*** Personal, Social, and Health Education Curriculum (KS1 &2), Personal, Social and Emotional Development (EYFS) Curriculum
* Social, and emotional aspects of learning programme across school
* Attachment aware environment. School behaviour for learning policy is adhered to by all staff.
* Pupils are clear as to the school values which support ambition, enterprise, inner resilience, collaboration and understanding
* Home/school agreements
* Parents are clear as to expectations of punctuality and attendance.
* Positive emotional environment is engendered through: Displays, Discrete lessons, Adult role models
* Consistent use of rewards and sanctions
 | * Consideration of pupil’s behaviour for learning is included within every review e.g. self-esteem, confidence.
* Inclusion on nurture panel to track needs and impact of additional provision
* Nurturing provision: Bright and early support (Early morning nurture, self-esteem and self-care support, homework and basic lit/maths, breakfast, daily)
* Managing emotional response social skills and communication groups as above Behaviour curriculum sessions.
* Feeling safe and Keeping safe Attachment aware base zones for individual children as needed.
* Positive handling plans and risk assessments in place for individuals as needed Team teach strategies employed for positive handling.
 | * Nurture support for individuals through Nurture class in afternoons
* Delivery of parallel curriculum bespoke to pupil’s interests and tightly planned to meet needs both emotional and academic. .
* SFC and ELSA support
* Support and guidance from CAMHS (Child and Adolescent Mental Health Service) Support from Educational Psychologist
* Anger Management training. Social skills training. Access to support for social, interaction and communication difficulties.
 |
| **Parent Partnerships** |
| * Appointments made at mutually convenient times
* Start of year meeting outlines expectations and routines Parents kept informed of attainment / progress at termly parents’ evening
* Actively encouraged to participate in child’s learning in school
* Interests, views and concerns of parents sought and listened to
* Guidance provided for parents in how to support child’s learning
* Family Learning sessions
 | * Development of child profile to inform provision
* Half termly parent/carer meeting to share progress and next steps
* Home/ school liaison tool where needed
* Use of structured conversation s with parents to focus targets and understand needs better
* Family Liaison support worker, where applicable, is used to aid integrated working/navigation to services etc.
* Support from the local offer e.g. Halton Behaviour services
 | * Enhanced contact with parents to ensure communication around child’s needs are met.
* Support and guidance from Autism self-help support groups
* Support and guidance from third sector support groups with expertise in child’s specific need
 |
| **Pupil Voice** |
| * Pupils involved in identifying next steps in learning
* Pupils know their own in class targets
* Pupils are aware of ‘differences’ and these are normalised
* Fair representation of vulnerable groups on school council Evidence of impact of school development work sought from representation of pupils from vulnerable groups.
 | * Action plans/Pupil passports used to highlight child’s voice
* Pupils contribute to termly review and annual reviews.
* Support to aid contribution include student developed proformas, use of ICT, buddy support
* Child friendly action plans
 |
| **Learning Environment** |
| * Working walls actively reflect on going work, are interactive and support daily learning
* Resources use a range of media to engage and excite learning
* Resources accessible to pupils
* Environment is ‘dyslexia friendly’
* School / Classroom environment is ‘Communication friendly’
* Learning environment is flexibly used to suit/meet needs Accessibility Plan in place and actioned
* Space is provided for medical interventions.
* Medical Policy in place to support pupils with medical need
 | * Regular audit of good practice in flexible learning environments carried out by HT/SENCO
* Accessibility to scale of print in room, including teacher writing on board
* Use of writing slopes, colour screens and coloured pen and pencils to support pupils with dyslexic tendencies.
* Activities adjusted accordingly to give inclusion to activities.
 | * Augmentation of learning environment in order to meet specific requirements of support agreements
* Accessibility adjusted to enable full access to environment
 |
| **External Support** |
| * Guidance and support is available and utilised by teachers to support and deepen their understanding of pupils’ need to encourage early identification and intervention.
 | * School seeks further advice from external specialist agencies in a timely fashion (as above and specified) School Nurse/ Community Paediatrician
* School works in direct partnership with external support to ensure pupil attends mainstream provision.
 | * School seeks advice from external specialist agencies in a timely fashion: - Educational Psychologist – Behavioural Outreach - Learning Support Services - Health (School nurse first instance) - Social Services - Speech and Language Therapist -All staff undertake regular CPD around high incidence needs and apply to everyday teaching, including Positive handling
* Outreach programmes
* Education Psychologists
 |